DOCUMENT RESUME

ED 160 147 JC 780 508

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TITLE User's Handbook for Phase I-FY1979. ICCB Statewide Follow-Up Survey of FY1978 Occupational Program Graduates.
INSTITUTION Illinois Community Coll. Board, Springfield.
PUB DATE 18 Sep 78
NOTE 33p.; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; Data Collection; Data Processing; Government School Relationship; *Graduate Surveys; *Guides; Information Needs; *Junior Colleges; Questionnaires; Research Design; *Research Methodology; State Surveys; Statewide Planning; Vocational Education; *Vocational Followup
IDENTIFIERS Illinois

ABSTRACT

Objectives, methodologies, and procedures for conducting a follow-up study of 1977-78 occupational program graduates of the Illinois community colleges are outlined in this handbook. One of three planned studies of former occupational students (FY1978 program graduates, FY1979 occupational skill completers, and FY1979 and FY1980 program leavers), this graduate follow-up will be used by the community colleges to respond to federal and state inquiries regarding occupational programs, to compare local results with statewide norms, and as career planning data for current and potential students. Rather than the longitudinal design previously used in statewide follow-ups, the research method will be a one-time mail survey sent by each college to FY1978 occupational program graduates in early 1979. The revised survey instrument contains standardized items intended to meet the needs of the colleges, the Board, the Division of Adult Vocational and Technical Education, the Veteran's Administration, and other federal agencies. It covers the following areas: student rating of college services, rating of college assistance in personal and job objectives, present educational and/or employment status, relation between job and college program, salary and location of place of employment, and comments regarding the impact of community college education. The primary responsibility for the study will be at the local level with the Illinois Community College Board providing central coordination and computerized data analysis. Appendices in the handbook include the format for submission of student data on IBM E-3 cards, standarized items to be used in the survey, the format for coding responses, and a sample cover letter for the survey instrument. (MB)

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Revised 9/21/78
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ACKNOWLEDGEMENTS

The development of the new Statewide Occupational Student Follow-Up Study was initiated by the ICCB Research Advisory Council. A special Occupational Follow-Up Study Subcommittee was then formed to work closely and extensively with the ICCB staff in developing the standardized items and the procedures for the study. These two groups will also provide statewide coordination of the Occupational Student Follow-Up Study. The ICCB staff wish to express their appreciation for the many hours of expert and dedicated service that the members of these groups contributed to the development of this follow-up study. The broad representation from the many community college personnel will make this study very responsive to local needs in addition to providing needed information for use at the state level. The members of each of these groups are listed below:

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Mr. William Reynolds, Division of Adult Vocational and Technical Education
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PREFACE

The Illinois Community College Act specifies that the Illinois Community College Board shall conduct "...thorough, comprehensive and continuous study of the status of community college education, its problems, needs for improvement, and projected developments...". The Act further stipulates that the Board shall have the power, and it shall be its duty "to cooperate with the community colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualifications and certification of facilities and any other problem of community college education ....".

The Illinois Community College Board has conducted a number of studies in response to the Illinois Community College Act. First, in 1970 a cooperative project with the American College Testing Program was conducted to analyze the characteristics of persons before they enrolled in public community colleges of Illinois. Each year, since 1970, studies of community college student characteristics have been completed for those community college students taking the ACT Test. Second, a study on student development, "Student Development Programs in the Illinois Community Colleges", conducted during 1971-72, analyzed what happens to students while they attend the community colleges by describing the programs designed to serve students and promote their development. Third, several "follow-up" studies have been conducted about students after they left the college. The first statewide follow-up study of community college transfer students who subsequently enrolled at four-year colleges and universities was conducted in 1967 through 1969. A report of this study entitled "Performance of Transfer Students Within Illinois Institutions of Higher Education" was published in November, 1971. In 1973, a second statewide follow-up study of transfer students was initiated. This 1973 study was deemed essential because of the rapid growth in the number of community college districts and community college enrollment between 1967 and 1973. Phase III of the follow-up study of the Fall, 1973 transfer students from Illinois public community colleges was completed in June, 1977. In this particular study, only students transferring during the fall term 1973 from Illinois public community colleges to Illinois four-year colleges and universities were included.

In 1974 the first statewide follow-up study of occupational/career education students in Illinois public community colleges was initiated. This Statewide Occupational Student Follow-Up Study was developed through the efforts of the ICCB Research Advisory Council and the special occupational follow-up subcommittee. Both of these groups spent a considerable amount of time and effort in getting this study implemented. Considerable support was also given to this study by the Council of Presidents, who unanimously endorsed the study, and by the community college personnel, who realized the great need for this statewide effort despite the great deal of work that it meant at the local level. A report on Phase I of the Statewide Occupational Student Follow-Up Study was completed in June, 1975. This report described the characteristics of the students in the study. The second progress report published in January 1978, analyzed the reasons for withdrawal and the results of the first and second year follow-up surveys.

This new Statewide Occupational Follow-Up Study was designed to collect data about former occupational students which the community colleges could use in order to respond to data requests from state and federal agencies. It was also designed to improve occupational program planning. A specific effort was made by the Ad Hoc Committee, formed to develop, design and implement this study, to

design a survey instrument which would meet the needs of the ICCB, DAVTE, and the Veteran's Administration. However, it should be noted that DAVTE is in the process of implementing a new federal reporting system (Vocational Education Data System/VEDS) which includes a follow-up of students and employers. Since this system has not been finalized at the federal level, the current placement items (VE-22) have been incorporated into this survey.

A special reminder to those conducting the survey: Phase I of the Statewide Occupational Follow-Up Study is to be conducted on FY1978 graduates of occupational programs. DAVTE needs follow-up survey data not only on graduates but on completers and leavers as well. The ICCB Occupational Follow-Up Study Subcommittee realizes the many problems both definitional and procedural which need to be resolved before consistent follow-up data can be expected for these two former groups of students. For that reason, Phase II of the Statewide Occupational Student Follow-Up Study which will be implemented during FY1980 will survey occupational program completers who do not graduate and Phase III of the Statewide Occupational Student Follow-Up Study will survey occupational program leavers. An attempt will be made to develop consistent and practical definitions so that comparable data will be obtained.

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INTRODUCTION

This handbook was developed in order to clarify the guidelines, objectives, methodologies, and procedures for conducting the occupational follow-up study and to assist those persons responsible for the completion of the study at the community colleges in obtaining and reporting reliable data.

The Statewide Occupational Follow-Up Study was designed to provide data about former occupational students. This data can be used by the community colleges to respond to federal and state inquiries regarding occupational programs. This occupational follow-up study will provide an analysis of statewide data enabling institutions to compare local results with state norms, and improved career planning data for current and potential occupational students. The development of this study was undertaken by the ICCB Research Advisory Council and utilized the expertise of educators in a unified effort to design the study model and survey instruments to meet the needs of the community colleges, the ICCB, DAVTE, HEW and the Veterans Administration.

The proposed new ICCB Statewide Occupational Follow-Up Study retains the same basic format as the previous study but is revised in those areas where the previous study was limited. The basic procedural revisions include the submission of individual student data which enables refined analysis of the results. The follow-up data will be submitted along with the basic student characteristic data which will be submitted on an IBM card (the E-3 card).

The study shifts from a longitudinal type of study to a three-phase study which follows up a different sample each year for a three year period. The rationale for this change is an attempt to concentrate on working cooperatively with DAVTE in developing a follow-up study which would provide common data for both state agencies and for HEW. A special attempt is being made to assist

the community colleges in meeting the present requirement for occupational follow-up data by developing common practical definitions, adequate follow-up survey procedures, standardized survey items, a procedural manual, and computerized data analysis by the ICCB MIS. The three-year follow-up study consists of the following three phases:

Phase I - FY1979 : A Follow-Up Survey of FY1978 Occupational Program Graduates

Phase II - FY1980 : A Follow-Up Survey of FY1979 Occupational Program Skill Completers

Phase III - FY1981 : A Follow-Up Survey of FY1979 and FY1980 Occupational
FY1982 : Program Leavers

The new study will include a revised survey instrument containing standard items which will insure that all DAVTE and ICCB required items will be obtained on the same basis. The data will be reported by individual students in machine readable form on IBM punch cards. The E-3 cards will be utilized for basic student characteristics information. The data analysis will be done by computer at the ICCB with individual college reports being furnished to the colleges. A student intent item on the E-1 and E-2 cards for all occupational students will be utilized starting in FY1980. Common definitions and procedures for each phase of the study will be developed and utilized. For comparison purposes, statewide results of the study will be reported to serve both state level needs as well as those at the local level.

Purposes of the Graduate Follow-Up Study

The first phase of the Occupational Follow-Up Study will be a one-time survey of FY1978 occupational program graduates in the community colleges of Illinois. The major purposes of the study are as follows:

1. To assist and encourage institutions in developing occupational follow-up studies for local use in planning, program evaluation, and program advisory committee work;

2. To combine the follow-up requirement of the ICCB, DAVTE, and Veterans Administration into one survey instrument which will provide data for all three requests;

3. To determine the employment status, placement rates, and job entry salaries of occupational graduates by specific program area;

4. To determine the job location of community college graduates;

5. To determine the job satisfaction of occupational graduates with their present positions;

6. To obtain an evaluation of community college programs and services by graduates of occupational programs;

7. To obtain an assessment of the impact of a community college education upon the students;

8. To determine how well occupational graduates were able to achieve their objectives at the community colleges.

Research Method

The research method in the study will be a one-time mail survey sent to all FY1978 program graduates within one year after graduation. The study will be conducted by all community colleges and a uniform survey instrument will be utilized by all institutions. A modified E card (the E-3 card, see Appendix A) will be submitted to the ICCB during the Fall of 1978 for each graduate. Each college will conduct a survey of its occupational graduates during January and February of 1979. The results will be reported to the ICCB on IBM punch cards, one card for each graduate with an I. D. number that must match the previously submitted E-3 card. After data has been received from a community college, summary reports will be sent back to the college for validation. Finally, a statewide analysis of the data will be completed and a report published.

Graduate Follow-Up Study Schedule

Activity	Time Period
Identifying the graduates in the study. Identifying students in occupational/career programs who graduate during the Summer, 1977, Fall, 1977, Winter, 1978, and Spring, 1978. Graduates of both certificate and associate degree programs are to be included.	Fall Term - 1978
Submission of E-3 card for each FY1978 occupational graduate to ICCB (See Appendix A for E-3 card format)	Fall Term - 1978 Due November 30, 1978

(Activity Continued)	(Time Period Continued)
Conduct survey of FY1978 graduates of all ICCB approved certificate and associate degree occupational programs at your college. . The standardized items shown in the survey instrument in Appendix B must be utilized in the college's follow-up survey.	January and February, 1979
Complete State Report I: Report of responses by students to the graduate follow-up study survey due to ICCB. Submission of data on IBM card (G-1 Card) for each student. (See Appendix C for keypunching format for the G-1 card - Note that the item numbers are those shown for each item on the standardized instrument in Appendix B.)	Target Due Date - February 28, 1979

General Guidelines

Through the Statewide Occupational Follow-Up Study, a survey will be conducted of all FY1978 (fiscal year) occupational program graduates (those students graduated during Summer 1977, Fall 1977, Winter 1978, and Spring 1979), including both certificate and associate degree programs. To provide statewide comparability of the follow-up results, the survey will be conducted simultaneously by all community colleges using the follow-up instrument containing standardized items (see standardized items in the follow-up survey in Appendix B). For local purposes, the colleges may add additional items to the survey instrument. The standardized items should be put on college forms but should not be altered or reworded.

The instrument should be mailed from each college and should contain a cover letter explaining the rationale for the follow-up survey and the importance for each graduate to respond, the survey instrument, and a business reply envelope that does not require a stamp. For best response, the cover letter should be from the president of the college and the director, coordinator, or faculty in charge of the program from which the student graduated. A copy of a sample cover letter is contained in Appendix D. This is a very significant point and indicates that each program area has responsibility for the follow-up of students in program evaluation in conjunction with their other responsibilities of teaching, program administration, and program planning. The follow-up study coordinator should provide assistance in central

coordination of the follow-up but should obtain much help from the instructors and directors of each program with the follow-up effort. Such assistance is greatly needed in making additional contacts to the students to obtain an adequate response rate to the follow-up survey or to help locate the present whereabouts of the student.

The follow-up survey should be conducted during January and February of 1979. After initial mailing a second mailing should be made to students not responding within two weeks. A week to ten days after the second mailing, a telephone follow-up is appropriate. We suggest that the directors and instructors of the various occupational programs should assist with the telephone calls unless resources are available to use or hire special help for this purpose. We are providing some materials from the DAVTE publications, describing the procedures that should be used in conducting follow-up surveys of former students (see Appendix E).

Survey Instrument

The survey instrument contains a number of standardized items, which the Ad Hoc Occupational Follow-Up Study Subcommittee felt were of prime importance to be obtained on a statewide basis. Efforts were made to develop an instrument which would meet the basic needs of not only the ICCB but DAVTE and the Veterans Administration as well. Since all the VELS requirements were not known at the time the survey was developed, only best assumptions were possible on some of the items. In addition, items on the VEDS requirements which the committee felt were inappropriate were excluded. A copy of the survey instrument containing the standardized items is shown in Appendix B. The college may develop their survey form but it must contain these standardized items without being re-worded. The survey instrument must contain the name of the student and his or her social security number right on the survey form. We suggest the use of a computer generated mailing label for this purpose. Ample space should be allocated on the survey form to allow the student to correct his or her name or address. This is very useful to obtain new names of female graduates who have married.

The local institution may wish to add additional items to the survey instrument to obtain more specific evaluations in particular programs. Care should be taken not to duplicate any standard items nor to make the survey too long.

Explanation of Items on the Survey

It is important to explain the rationale for using some of the various items on the survey instrument containing the standardized items (See Appendix B) to insure that the data will be obtained and analyzed in a consistent manner. Item A on the instrument is designed to provide an evaluation of various community college programs and services, while Item B is designed to assess the impact of a community college upon a student. You will note that various non-economic impacts are being assessed in this item. This item was originally developed by the ICCB Research Advisory Council's Impact Study Committee and is being used on the Impact Study of Graduates. Item G provides information which is necessary to complete information required about former students by the DAVTE and by the Veterans Administration. The categories under No. 4 of Item G, which provides reasons why a student is unavailable for employment, are needed for the Veterans Administration form. Although these categories are not exactly in the same format as the Veterans Administration requirements, they are compatible and can be used.

Items H, I, and J provide information for the DAVTE and Veterans Administration requirements which relate the educational program with present employment. Item M is very important because it enables the analysis of the salary data for students who are new job entries from ones who are continuing their past employment. Since we have many adult students in the community colleges, this is a very essential data element for the analysis of salary information.

Item Q on the survey instrument is not required for statewide reporting purposes, but is needed for further employer follow-up's which are required by the Veterans Administration and is also very useful for verifying whether or not the student completed Item P correctly. Since many students do not know the exact boundaries of their community college district, we would suggest that college staff members compare Items P and Q to make sure that Item P was checked correctly.

Item Q also provides information about job classifications which can be utilized by the community college personnel.

The survey should be sent to FY1978 occupational graduates and should be mailed to students during January, 1979. An attached keypunching format should be utilized after responses are received from the graduates surveyed. The results of the survey should be submitted by each college to the ICCB on IBM punch cards (G-1 cards). One card is required for each graduate surveyed. The G-1 card submissions are due by February 28, 1979. Make sure that the same nine digit social security number (student identification) is used on the G-1 card as on the E-3 card.

Community College Responsibilities

The primary responsibility for the occupational follow-up study will be at the local community college level. Each institution will be responsible for allocating adequate staff time and personnel to complete the study. A coordinator for the study must be selected and identified to the ICCB. The coordinator would have the responsibility for directing the study at the college level and ensuring that each phase of the study is completed on time. Clerical, as well as keypunching services, will need to be utilized at each institution. Problems have arisen at some colleges in previous studies when the person responsible for the study leaves the institutions. In several instances, institutions have had to drop out of a study because the person responsible for the study left the institution and the person taking their place had no knowledge of the study or the data needed to complete it. It may be beneficial to appoint not only a coordinator but an alternate coordinator as well. Then, should the need arise, another person would have knowledge of and access to the data.

A file should be kept on each student in the study which would contain the name and address of the student, the social security number, telephone number, and name and address of a person who will always know the whereabouts of the student.

Statewide Coordination

The Statewide Coordination of the study rests with the ICCB staff, the ICCB

Research Advisory Council, and the Ad Hoc Occupational Follow-Up Study Subcommittee which was formed in order to develop standardized survey instruments and procedures for the study. The efforts of this subcommittee are supported by ICCB and DAVTE and both agencies have representatives or the subcommittee. Efforts have been made to coordinate the DAVTE follow-up with the new study in order to alleviate the duplication of efforts which have occurred in past studies. Central coordination would include defining the objectives, methods, and procedures of the study and communicating them to the community colleges, developing concise instruments which will provide for the same basic data from each community college, providing computer analysis of the follow-up data through the ICCB MIS, and collecting, validating, and analyzing the data and preparing reports after each phase of the study.

APPENDIX A

Student Graduation Data
(E-3 Card Format)

APPENDIX A

Student Graduation Data
(E-3 Card Format)

Item	Card Column	Field Length	Subject
1	1	1	Record Type: E
2	2	1	Type of Submission 3--FY1978 Graduate Follow-Up
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-16	9	Student Identifier: Social Security Number (If no social security number available, use locally assigned student identification number.)
6	17	1	Apportionment Period/Instructional Term Codes: Term of Graduation 1--Summer, 1977 2--Fall, 1977 4--Winter, 1978 6--Spring, 1978
7*	18-19	2	Fiscal Year: Fiscal Year of Graduation
8	20	1	Enrollment Status: (Not Required)
9	21-26	6	Previous Institution: (Not Required)
C**** 10	27-28	2	Student Level: (Not Required)
11	29	1	Residency Code: 1--In-District 3--Out-of-District 5--Out-of-State 7--Foreign Country
12	30-32	3	Illinois County Code: Use 3 digit numeric county code in Section II, Page 34, and in the Data Base Directory on Page 70. (Out-of-State - Leave Blank)
13	33-35	3	Out-of-District Students: (Not Required)

* Card columns 1-19 (Items 1-7) constitute the record key for the E-1 card data. Errors in this area must be corrected by deleting old record and adding new one.

C**** Items identified are changed from FY1978 manual.

Student Graduation Data
(E-3 Card Format)

Item	Card Column	Field Length	Subject
14	36	1	District Instructional Arrangement: (Not Required)
15	37-38	2	State Code: State of Origin (Residency) of student at time of initial enrollment. Use two digit numeric state code shown in Section II, Page 35 of this manual and in the Data Base Directory, Page 70.
16	39-42	4	Total Credit Hours Completed at Your College Report total of all credit courses student completed or obtained credit for at your college. (2 decimal field - 99V99)
17	43	1	Credit Hour Type Enter S - Semester Credit Hours Q - Quarter Credit Hours
18	44-48	5	Student Curriculum* Curriculum Prefix - Alpha-Numeric Five digit-left justified. Must be identical to the curriculum prefix as approved on ICCB Form 20A and shown on ICCB Curriculum Master File.
19	49-52	4	Curriculum Number - Alpha-Numeric Four digit - left justified. Must be identical to curriculum number as approved on ICCB Form 20A and shown on ICCB Curriculum Master File.
20	53-58	6	Birthdate in YYMMDD form. August 27, 1956 would be entered 560827. (If birthdate is unknown, leave blank)
21	59	1	Ethnic/Racial Classification (New HEGIS Definitions)** (Leave blank if unknown.) 1--Asian or Pacific Islander 2--American Indian or Alaskan Native 3--Black Non-Hispanic 4--Hispanic 5--White Non-Hispanic 6--Non-Resident Alien 7--Refuse to Indicate

* PCS Code, HEGIS Code, and Degree/Certificate type will be entered on the student record by a computer program interface with the ICCB Curriculum Master File. Curriculum I.D. number must match the I.D. number on the ICCB Curriculum Master File exactly.

** HEW has changed their categories to the ones shown; hence, this change in categories will enable the community colleges to report HEGIS data and ICCB data by using a common definition. This change was implemented by the ICCB in FY1978.

(Appendix A)
(Continued)

Student Graduation Data
(E-3 Card Format)

	Item	Card Column	Field Length	Subject
	22	60	1	Sex: Use Numeric Codes Not Known (Leave Blank) 1--Male 2--Female
	23	61	1	Type of Attendance: (Not Required)
	24	62	1	Time of Attendance: (Not Required)
C****	25	63	1	Student Intent: (Not Required)
	26	64-65	2	High School Percentile Rank: (Not Required)
	27	66-67	2	ACT Composite Score: (Not Required)
C****	28	68-69	2	High School Graduation or GED Test Completion Year: (Optional for FY1979)* Enter last two digits of year in which student completed high school diploma or GED test. Enter "NO" if student does not have a high school diploma or GED certificate. Leave Blank if unknown.
C****	29	70-71	2	Handicapped Status: (Not Required)
C****	30	71	1	Limited English Speaking Status: (Not Required)
C****	31	72	1	Disadvantaged Status: (Not Required)
	32	73-75	3	Cumulative Grade Point Average at Community College Report cumulative GPA based on a 4 point scale with 4.00 = A; 3.00 = B; 2.00 = C; 1.00 = D; 0.00 = F. 2 decimal field 9V99.
	33	80	1	Update Code A--Add - For original submission of E-1 or E-2 card for a given term. C--Change - Used only to correct or modify an original submission D--Delete - Used to completely delete an original submission

C**** Items identified are changed from FY1978 manual

* These items are being further developed by HEW and DAVTE and will be required by the ICCB after FY1979 only if needed for specific purposes such as combination of data reporting to ICCB and DAVTE.

APPENDIX B

Standardized Items to be Used in the Illinois Public Community Colleges Occupational Follow-Up Survey of FY1978 Occupational Program Graduates

APPENDIX B

Standardized Items to be Used in the Illinois Public Community Colleges Occupational Follow-Up Survey of FY1978 Occupational Program Graduates

Use Label
Name: _____
Address: _____
Soc. Security No.: _____
Telephone No.: _____

If there are any changes in the label, please correct.

A. Please rate those college services below that you have utilized according to how well they fulfilled your own individual needs by marking each item with a number corresponding to the following code.

1 - Very Good
2 - Good
3 - Average
4 - Poor
5 - Very Poor
6 - Not Applicable

1. _____ Financial Aid
2. _____ Career Counseling
3. _____ Job Placement
4. _____ Academic Counseling
5. _____ Tutoring Services
6. _____ Veteran Services
7. _____ Student Activities
8. _____ Library Services
9. _____ Instruction in Occupational Courses
10. _____ Instruction in Non-Occupational Courses

B. How helpful was your community college education in each of the areas listed below. Mark each item with the number of the most appropriate response to each statement using the following code:

1 - Very Helpful
2 - Somewhat Helpful
3 - Of No Help
4 - Not Applicable

1. _____ Preparation for a specific job
2. _____ Obtaining a job
3. _____ Performance and advancement in present job
4. _____ Development of more effective communication skills
5. _____ Improvement of my personal relationships with others
6. _____ Development of my ability to think critically
7. _____ Identification and development of life goals and values
8. _____ Understanding myself better
9. _____ Becoming more involved with my community
10. _____ Increasing my aesthetic appreciation (such as art, music, and literature)
11. _____ Making more effective use of my time

C. What was your main objective in attending our college?

1. _____ Prepare for a future job
2. _____ Improve skills needed in present job
3. _____ Explore courses to decide on a career
4. _____ Take course work for transfer to another college
5. _____ Personal interest or self-development
6. _____ Other

D. How successful were you in meeting your objective?

1. _____ Very successful
2. _____ Somewhat successful
3. _____ Not successful
4. _____ Not sure

E. What is your current educational status?

1. _____ Full-time student
2. _____ Part-time student
3. _____ Not enrolled in school

COMPLETE ITEM F ONLY IF YOU ARE CONTINUING YOUR EDUCATION

F. Institution Attending: _____

Program of Study _____

How is your present field of study related to your community college program?

1. _____ Same Field
2. _____ Related Field
3. _____ Unrelated Field

G. What is your present employment status?

1. _____ Employed, Full-Time
2. _____ Employed, Part-Time
3. _____ Full-Time Military Service
4. _____ Unemployed, Seeking Employment
5. _____ Unavailable for Employment
   Indicate reason below:
   - _____ a. Full-Time Student
   - _____ b. Full-Time Homemaker
   - _____ c. Health Disability
   - _____ d. Family Responsibilities
   - _____ e. Prefer Not to Move to New Locality
   - _____ f. Other _____

PROCEED TO PAGE TWO ONLY IF YOU ARE EMPLOYED

(EMPLOYED INCLUDES FULL-TIME MILITARY SERVICE)

IF YOU ARE NOT EMPLOYED, THIS COMPLETES THE SURVEY. PLEASE RETURN THE SURVEY IN THE ENVELOPE PROVIDED. THANK YOU VERY MUCH FOR HELPING US EVALUATE THE COLLEGE'S PROGRAMS AND SERVICES

(Appendix B)
(Continued)

COMPLETE THIS PAGE ONLY IF YOU ARE EMPLOYED

H. If you are currently employed, how closely related is your present job to the program completed at our college?

1. _____ Closely Related
2. _____ Somewhat Related
3. _____ Not Related

I. If current job is not related, have you been employed in a job related to the program completed since leaving our college?

1. _____ Yes 2. _____ No

J. If your present job is not related to the program you completed at our college (as indicated in Question I above) please check the best reason why.

1. _____ Transferred to a college or university
2. _____ Preferred to work in another field
3. _____ Found better paying job in another field
4. _____ Could not find a job in field of preparation
5. _____ Worked previously in field of preparation, but changed
6. _____ Preferred not to move to new locality
7. _____ Other (Describe) _____

K. If you are employed full-time or part-time, please indicate your gross monthly salary range; that is, before deductions.

1. _____ Up to $300
2. _____ $300 - $499
3. _____ $500 - $699
4. _____ $700 - $899
5. _____ $900 - $1099
6. _____ $1100 - $1299
7. _____ $1300 - $1499
8. _____ $1500 - $1699
9. _____ $1700 - Up

L. The salary in the item above is based on _____ hours per week on the average.

M. Were you employed in your present job prior to your enrollment in the program completed at our college?

1. _____ Yes 2. _____ No

N. In general, how satisfied are you with your present job? (Check only one)

1. _____ Very Satisfied
2. _____ Satisfied
3. _____ Not Sure
4. _____ Dissatisfied
5. _____ Very Dissatisfied

O. How helpful was each of the sources listed below in attempting to find your first job upon leaving our college? Mark the number of appropriate response to each sourse by using the following code:

1 - Very Helpful 3 - Of No Help
2 - Somewhat Helpful 4 - Does Not Apply

1. _____ College Placement Office
2. _____ Program Coordinator or College Faculty
3. _____ Illinois State Job Services Agency
4. _____ Private Employment Agency
5. _____ Friends or Relatives
6. _____ Other (Please indicate) _____

P. What is the location of your primary place of employment? (Check only one)

1. _____ Within our community college district
2. _____ Not in our college district but in Illinois
3. _____ Outside of Illinois

Q. Please indicate the following information about your present position.

1. Firm or Employer _____
2. Employer Address _____
3. Supervisor/s Name _____
4. Exact title of your position _____
5. Primary job function _____

R. May we have your permission to contact your employer for additional information?

1. _____ Yes 2. _____ No

Please make any comments that you feel will let us know the impact of your education at the community college for you personally whether good or bad. _____

THANK YOU VERY MUCH FOR ASSISTING US IN EVALUATING THE COLLEGES PROGRAMS AND SERVICES.

APPENDIX C

Illinois Community College Board Statewide
Occupational Follow-Up Study Graduate
Follow-Up Study

APPENDIX C

Illinois Community College Board
Statewide Occupational Follow-Up Study
Graduate Follow-Up Study

"G-1" Card Format

Item	Card Column	Field Length	Subject
1	1-2	2	"G 1" Follow-Up Survey Card
2	3-5	3	District Number
3	6-7	2	Campus Number (Use 01 for single campus districts)
4	8-16	9	Social Security Number
5	17	1	Term Graduated 1 - Summer, 1977 2 - Fall, 1977 3 - Winter, 1978 4 - Spring, 1978
6	18-19	2	Fiscal Year Graduated (Enter 78 for FY1978 graduates)

IF NO RESPONSE TO SURVEY, PLACE "N" IN COLUMN 79 AND LEAVE ITEMS 7-47 BLANK.

For next 10 items, use these codes (responses to Item "A" on survey).
1 - Very Good
2 - Good
3 - Average
4 - Poor
5 - Very Poor
6 - Not Applicable
Blank - No Response To Item

7	20	1	Financial Aid
8	21	1	Career Counseling
9	22	1	Job Placement
10	23	1	Academic Counseling
11	24	1	Tutoring Services
12	25	1	Veteran Services
13	26	1	Student Activities
14	27	1	Library Services
15	28	1	Instruction in Occupational Courses
16	29	1	Instruction in Non-Occupational Courses

For next 11 items, use these codes (responses to Item "B" on survey).
1 - Very Helpful
2 - Somewhat Helpful
3 - Average
4 - Poor
5 - Very Poor
6 - Not Applicable
Blank - No Response To Item

17	30	1	Preparation for a specific job
18	31	1	Obtaining a job
19	32	1	Performance and advancement in present job
20	33	1	Development of more effective communication skills
21	34	1	Improvement of my personal relationships with others
22	35	1	Development of my ability to think critically
23	36	1	Identification and development of life goals and values
24	37	1	Understanding myself better
25	38	1	Becoming more involved with my community
26	39	1	Increasing my aesthetic appreciation (such as art, music, and literature)
27	40	1	Making more effective use of my time

Item	Card Column	Field Length	Subject
28	41	1	Objectives for Attending College (Item "C") Code: 1 - Prepare for a Future Job 2 - Improve Skills Needed in Present Job 3 - Explore Courses to Decide on a Career 4 - Take Course Work for Transfer to Another College 5 - Personal Interest or Self-Development 6 - Other Blank - No Response to this Item
29	42	1	Success of Objectives (Item "D") Code: 1 - Very Successful 2 - Somewhat Successful 3 - Not Successful 4 - Not Sure Blank - No Response to this Item
30	43	1	Educational Status (Item "E") Code: 1 - Currently Full-Time Student 2 - Currently Part-Time Student 3 - Not Enrolled in School Blank - No Response to this Item
31	44	1	Relationship of Present Program to Community College Program (Item "F") Code: 1 - Same Field 2 - Related Field 3 - Unrelated Field Blank - No Response to this Item
32	45	1	Employment Status (Item "G") Code: 1 - Employed, Full-Time 2 - Employed, Part-Time 3 - Full-Time Military Service 4 - Unemployed, Seeking Employment 5 - Unavailable for Employment Blank - No Response to this Item
33	46	1	If Unavailable for Employment (Reason) Code: 1 - Full-Time Student 2 - Full-Time Homemaker 3 - Health Disability 4 - Family Responsibilities 5 - Prefer Not to Move to New Locality 6 - Other Blank - No Response to this Item
34	47	1	Relationship of Present Job to Community College Program (Item "H") Code: 1 - Closely Related 2 - Somewhat Related 3 - Not Related Blank - No Response to this Item

(Appendix C)
(Continued)

Item	Card Column	Field Length	Subject
35	48	1	Response to Item "I" Code: 1 - Yes 2 - No Blank - No Response to this Item
36	49	1	Response to Item "J" Code: 1 - Transferred to a College or University 2 - Preferred to Work in Another Field 3 - Found Better Paying Job in Another Field 4 - Could Not Find a Job in Field of Preparation 5 - Worked Previously in Field of Preparation, but Changed 6 - Preferred Not to Move to New Locality 7 - Other Blank - No Response to this Item
37	50	1	Salary Data Item "K" Code: 1 - Up to $300 2 - $300 - $499 3 - $500 - $699 4 - $700 - $899 5 - $900 - $1099 6 - $1100 - 1299 7 - $1300 - $1499 8 - $1500 - $1699 9 - $1700 - Up Blank - No Response to this Item
38	51-52	2	Response to Item "L" (2 digit Numeric Field Use 00 to 99) If more than 99 hours reported enter 99. Blank - No Response to this Item
39	53	1	Response to Item "M" Code: 1 - Yes 2 - No Blank - No Response to this Item
40	54	1	Job Satisfaction Item "N" Code: 1 - Very Satisfied 2 - Satisfied 3 - Not Sure 4 - Dissatisfied 5 - Very Dissatisfied Blank - No Response to this Item

(Appendix C)
(Continued)

Item	Card Column	Field Length	Subject
Source of Finding Job: For the next 6 items, use these codes (responses to Item "O")			
1 - Very Helpful 2 - Somewhat Helpful			3 - Of No Help 4 - Does Not Apply Blank - No Response to this Item
41	55	1	College Placement Office
42	56	1	Program Coordinator or College Faculty
43	57	1	Illinois State Employment Agency
44	58	1	Private Employment Agency
45	59	1	Friends or Relatives
46	60	1	Other
47	61	1	Location of Job (Item "P") Codes: 1 - Within Community College District 2 - Not in College District but in Illinois 3 - Outside of Illinois Blank - No Response to this Item
48	62-63	2	Two-Digit Standard Occupational Classification (SOC) Category of the former students present jobs. (To be coded by the college personnel based on students title and job function as reported in Item "Q".) (This Item is needed for the DAVTE VEDS follow-up report)* 2-Digit Numeric Field
49	64-78	15	Not Used
50	79	1	N - No Response to Survey - Otherwise Leave Blank
51	80	1	Update Code A - Add C - Change D - Delete

* Two digit SOC codes are shown on the next page. For a detailed description of the SOC classifications refer to the document Standard Occupational Classification Manuals 1977. U. S. Department of Commerce, Office of Federal Statistical Policies and Standards. U. S. Publication Number 041-001-0153-1.

(Appendix C)
(Continued)

TWO-DIGIT STANDARD OCCUPATIONAL CLASSIFICATION (SOC) CODE STUB FOR NCES 2404-7, PART D

14	Management Related Occupations
17	Computed, Mathematical, and Operations Research Occupations
29	Registered Nurses
30	Pharmacists, Dieticians, Therapists, and Physician's Assistants
32	Writers, Artists, Performers, and Related Workers
36	Health Technologists and Technicians
37	Engineering and Related Technologists and Technicians
38	Science Technologists and Technicians
39	Technicians: Except Health, Engineering, and Science
41	Sales Occupations, Commodities ,
42	Insurance, Real Estate, and Service Sales Occupations
45	Supervisors: Clerical Occupations *
46-47	Clerical Occupations, Except Equipment Operators *
48	Computing and Office Equipment Operators
51	Protective Service Occupations
52	Service Occupations, Except Private Household and Protective
55	Farm Operators and Managers
57	Forestry and Logging Occupations
58	Fishers, Hunters, and Trappers
61	Construction Trades
64-65	Transportation and Material Moving Occupations
67	Mechanics and Repairers
72	Precision Production Occupations
77	Fabricators, Assemblers, and Hand Working Occupations
99	Occupations Not Elsewhere Classified

* Note: The American Vocational Association (AVA) has taken exception to the use of the term "Clerical" in these titles. These concerns are being transmitted to the Office of Management and Budget for consideration and possible title revision.

APPENDIX D

Cover Letter for Graduate Follow-Up Study

APPENDIX D

COVER LETTER FOR GRADUATE FOLLOW-UP SURVEY

(LETTERHEAD)

(Date)

Dear Graduate:

To improve the instructional offerings at our college, you, as a graduate, are being asked to complete the attached questionnaire.

Be assured that all responses are confidential and that we are grateful for your taking the time to respond since the information you provide about your education and your employment experiences is extremely valuable to us in planning occupational programs.

A stamped envelope has been provided for your convenience.

Sincerely,

(Letter should be signed by a staff member who knew the former student personally.)

APPENDIX E

SUGGESTED PROCEDURE

for

CONDUCTING A FOLLOW-UP STUDY

(Reproduced with permission from Occupational Program Identification: An Illinois Occupational Curriculum Project Activity Manual: Volume I. Published by the Illinois Division of Vocational and Technical Education and co-authored by Joseph A. Borgen and Dwight E. Davis.)

(Appendix E)
(Continued)

Review or conduct a follow-up study of program graduates.

INTRODUCTION:

Students who have completed programs can be a valuable source of information for new programs or program modification suggestions. These students are in a good position to assess the value of the program and the need for changes or additions.

NOTE: *The value of the suggestions will depend upon whether the student is employed and whether he has taken a job in a related or unrelated occupational area. The students who are unemployed can provide useful data as to why they are not employed. The most useful information pertaining to program additions or deletions will come from those persons employed in a job-related, occupational area.*

Since the reactions of your graduates may change over a period of time as they gain more job experience, it is recommended that this activity be repeated completely one year after graduation and again after the third and fifth years.

This activity may be completed by an individual responsible for survey work, by program administrators, or by teachers at your school. The person or persons responsible should be identified prior to the beginning of the following procedure.

References

The following references may be useful in completing this activity:

An Introduction to Research Procedures in Education, Second Edition, by J. Francis Rummel. New York: Harper And Row, Publishers, 1958, 1964. This book contains useful hints on conducting personal interviews and in designing and completing surveys.

Survey Research by Charles H. Backstrom and Gerald D. Hursh. Northwestern University Press, 1963, 192 pp. This paperback book on survey research is designed for the non-researcher and contains in non-technical language a step-by-step procedure for doing field surveys. The instructions are often put in the form of do's and dont's.

PROCEDURE	RESOURCES
1. Identify and define sample to be surveyed. Sample should be stratified on the basis of the following: A. Program graduated from B. Year of graduation	
2. Outline the outcomes of the survey and the tasks to be accomplished. This may be a series of key questions such as listed below: *Inventory of Key Questions For Student Follow-up Survey* A. What is their employment status? B. How many are employed in related and non-related jobs? C. What is their present salary? D. What is their evaluation of the school educational program which prepared them for the job? E. What is their evaluation of the school ancillary services? F. What recommendations can they make to improve the school program? G. What are their present educational goals?	
3. Develop the survey instrument. This should be accomplished by developing survey items based upon the desired outcomes and key questions. Example key questions and survey items to answer the key questions are contained in Form IDT1-A/3-1. Example follow-up instruments are shown by Forms IDT1-A/3-2 and IDT1-A/3-3. NOTE: *Be sure to include an item pertaining to name and address of employer and immediate supervisor as this data is needed to complete the employer follow-up survey, Activity EVL2-A/1. When selecting questions, do not overlook the possibility that you could obtain some information from existing school records without asking students.*	See "Developing Follow-Up Survey Items" Form IDT1-A/3-1 and Sample Follow-Up Surveys Forms IDT1-A/3-2 and IDT1-A/3-3

(Appendix E)
(Continued)

PROCEDURE (continued)	RESOURCES
4. Evaluate the survey instrument for: A. Clarity—Is each item understood? B. Ease of completion—Can it easily be completed? C. Importance—It is important that you include only the essential items related to your objectives. Eliminate the "nice-to-know" items from your instrument. NOTE: *You may wish to use presently enrolled students to evaluate the instrument, or you may wish to have several former students evaluate it.*	
5. Develop a procedure for data gathering. You may use any of the following methods: A. Personal interview B. Mail survey C. Telephone survey NOTE: *For specific information pertaining to the completion of a survey such as techniques to follow in completing a mail survey, see "A Handbook For Completing Surveys," Form IDT1-A/3-5.*	Form IDT1-A/3-5
6. Develop a letter to be sent to graduates being surveyed. The cover letter should be signed by someone known by the student such as a teacher, department head, or counselor. NOTE: *The more that can be done by individual teachers and administrators to establish the value of follow-up data while a student is still in school, the more likely a good response level will be obtained. In addition, the use of a student committee of presently enrolled students to assist with the survey will prove to be helpful.*	Sample Letter Form IDT1-A/3-4
7. Finalize plans for mailing and return of survey forms. The plans should include: A. When the survey will be mailed B. When the thank-you reminder postcard will be mailed C. When the second cover letter will be mailed. D. Provisions for contacting non-respondents via personal interview or telephone. See Form IDT1-A/3-5 for help in completing surveys. NOTE: *Do not mail the surveys during holiday seasons such as Christmas or Easter.* ADDITIONAL NOTE: *Obtaining a correct mailing list is of primary importance. The Placement Office or Alumni Association can be helpful in this effort. In some instances, the practice of providing each student with a letter and postage paid card at graduation for him to continually advise the school of his address has served to provide an up-to-date mailing list. If available, the use of a computer can increase the efficiency by which mailing lists are updated and printed. This will also provide for the storing of response data by sampling groups.* ADDITIONAL NOTE: *The following may assist you in locating your program graduates:* A. *Maintain address cards of all graduates.* B. *Operate a placement service. Provide each student with change of address cards.* C. *Maintain the names and addresses of the students' parents and grandparents. Grandparents are usually very stable and do not move a lot and can provide you with current addresses of their grandchildren if you are unable to locate them by any other means.*	A Handbook for Completing Surveys, Form IDT1-A/3-5 Sample Letter Form IDT1-A/3-6 Sample Return Postcard Form IDT1-A/3-7 See Sample Card, Form IDT1-A/3-7
8. Conduct the survey. See "A Handbook for Completing Surveys," Form IDT1-A/3-5 for good survey practices.	Form IDT1-A/3-5

(Appendix E)
(Continued)

PROCEDURE (continued)	RESOURCES
9. Compile and analyze results. See Form IDT1-A/3-5 for assistance in tabulating, analyzing, and interpreting data. Survey data should be reported by summarizing responses by item as originally presented on the survey form. It is recommended that the analysis of responses be categorized by sample stratification; i.e., program area and year of graduation. If you are completing a third year survey on a group previously surveyed one year after graduation, it would be a good idea to report differences and similarities of response by comparing the two surveys. Copies of the survey analysis should be reported to the staff, advisory committees, and, if possible, to all respondents.	Form IDT1-A/3-5
10. After the data is compiled and analyzed, you have the following options to consider in making use of the information: A. If you are intending to use the advisory committee and/or the faculty to assist with course, program, or multiple program evaluation, the information gathered in this activity should be provided as part of the total data package for review in completing Activities EVL2-A/7 and EVL2-A/8. B. If you are not going to use the advisory committee or faculty to assist with evaluating the course(s) or program(s), then you should see Activity EVL3-A/1 for assistance in interpreting the results and in developing a procedure for making needed course or program modifications. The information you gathered may have implications for course or program modification; i.e., updating course or program competencies, revising program objectives, or changing institutional methodology.	